

DOCUMENT RESUME

ED 146 088

SO 010 403

AUTHOR Kochanowski, Janet L.
TITLE A Survey of Elementary Teachers' Opinions Concerning
Relevant Social Studies Units.
PUB DATE May 77
NOTE 43p.
EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS *Curriculum Development; *Educational Needs;
Elementary Education; *Elementary School Curriculum;
Relevance (Education); *Social Studies; *Social
Studies Units; *State Surveys; Student Teachers;
Teacher Developed Materials
IDENTIFIERS *Indiana

ABSTRACT

This research was conducted to determine which elementary social studies units might be developed most profitably by student teachers of Indiana University at South Bend. College social studies instructors often assign students the task of developing social studies units which the students can use when student teaching. Many times these social studies units are never used because they do not relate to what is being taught in the schools. In this study a questionnaire was sent to 29 elementary schools in Indiana asking teachers to suggest topics for social studies units. This publication outlines the units suggested by teachers by grade level. The study shows that student teachers can use the 1973 Indiana Textbook Adoption Categories for social studies as a guide in making intelligent decisions. It is also recommended that the text adopted by the school system be used as a reference for unit development.
(Author/RM)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED146088

OCT 14 1977

A SURVEY OF ELEMENTARY TEACHERS' OPINIONS
CONCERNING RELEVANT SOCIAL STUDIES UNITS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Janet Kochanowski

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS."

by

Janet L. Kochanowski

Graduate Student
Indiana University at South Bend

Study Directed by

C. R. DuVall

Indiana University at South Bend
South Bend, Indiana

May, 1977

504010402

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	1
Importance of the Study	1
Definition of the Terms	1
Limitations of the Study	2
Design of the Study	2
II. REVIEW OF THE LITERATURE AND STATISTICAL ANALYSIS	3
The Resource Unit-A Valuable Social Studies Tool	3
Units in First Grade	5
Units in Second Grade	11
Units in Third Grade	16
Units in Fourth Grade	20
Units in Fifth Grade	24
Units in Sixth Grade	28
III. SUMMARY	32
IV. BIBLIOGRAPHY	33
V. APPENDIX	
Table XIV-Responses of Schools	36
Survey Instrument	38
Cover Letter	39

CHAPTER I INTRODUCTION

Statement of the Problem:

Research was conducted to determine which social studies units might be developed most profitably by student teachers of Indiana University at South Bend.

Importance of the Study:

College social studies instructors customarily assign students the task of developing social studies units for their (students) future use. When Melvin E. Frazier conducted inquiries of his student teachers at Indiana State University, he discovered student teachers assigned in the lower grades were less likely to use their unit plans. (Frazier: P. 212) Therefore, this research was initiated to provide some common foundation from which students might construct relevant unit plans.

Definition of terms:

Terms utilized in this research are defined as follows:

Resource unit--"a comprehensive collection of suggested learning and teaching activities, organized around unifying topic or learner problem, designed to be helpful to teachers in developing their own teaching units..." (Good: P. 496)

Text unit--Units developed in connection with the adopted text.

Enrichment units: Units intended to expand information presented in the text.

Special interest units: Units which meet the particular needs of a selected grade level.

Limitations of the Study:

1. All schools did not respond. (21 of 29 responded or 72.4%)
2. All surveys were not completed.
3. Surveys were completed incorrectly.
4. There was difficulty interpreting ambiguous responses.

Design of the Study:

A survey was constructed. It was distributed by Indiana University at South Bend in cooperation with the South Bend Community School Corporation. Twenty-nine elementary schools were asked to complete one form for each of the first six grades. (See survey page 38). The survey invited teachers to name six units (one text unit, one enrichment unit, and one special interest unit for each semester). These units were highlighted under the assumption they would be taught by student teachers. Units submitted were classified under current curriculum guides of the state of Indiana.

Indiana curriculum guides recommended two themes for social studies development. (1973 informal Indiana Paper) Units were considered and classified by either Indiana Theme I, Indiana Theme II, or "Other".

CHAPTER II--REVIEW OF LITERATURE AND STATISTICAL ANALYSIS

The Resource Unit-A Valuable Social Studies Tool:

The design of modern curriculum aims to meet the needs of children in a society which has experienced significant growth and change in values, attitudes and beliefs. To fulfill his life's role, today's youngster must be offered relevant experiences to master life in a modern society. (Frazier: p. 207-209) The unit method of teaching social studies offers a definitive plan of action to aid in achieving this worthwhile goal.

It has been found that most units exhibit the following segments:

1. Overview-(Statement of the "major problem").
2. Statement of objectives.
3. Plan for children's objectives.
4. Ways of motivating the unit.
5. Outline of the content.
6. Possible activities and correlations.
7. List of resources.
8. Culmination activity.

(Smith: P. 43)

Even when a student teacher develops a unit plan prior to the teaching experience and in isolation from pupil input, the unit method is a valuable experience. Construction of a unit provides experience in "(1) making long range plans, (2) defining educational objectives, (3) involving children in ideas, (4) preparing aids and materials, and (5) combining all of these concepts in a meaningful relationship." (Frazier: P.212)

Instructional institutions generally maintain the policy of requiring the use of an adopted text. Modern text are invaluable. They reflect recent philosophy in the social

studies field and tend to emphasize the inter-relatedness of concepts. However, rarely does the text meet the need of each locale. Often, the text contains more information than necessary. Other social studies texts do not contain enough material. As a result, Martha Glauber Shapp recommends, "A textbook may be used as a base to depart from and to return to as needed." (Shapp: P. 89) Therefore, unit content should be a matter of the individual judgment.

Effective unit teaching requires the ^{use of a} discrimination process. Some units require concept expansion to meet the specific needs and interests of a group. Other units may be set aside when it is discovered similar instruction has been previously experienced. Smith recommends a social studies cumulative record be kept for each class. This record travels with the group throughout its educational years and prevents duplication of processes. (Smith: P.41)

Most unit teaching is derived from arrangement of social studies themes. Theme topics which are sequenced to meet the societal needs and capabilities of the student are particularly beneficial. Sequencing of units should consider the dominant interests and developmental stages of the age. (Michaelis: P. 85)

The content area of social studies in relation to the elementary school seems to be "the study of people". This study highlights interaction, meeting needs, developing life styles, group living, processes which shape humanity, and its future. (Redburn: P. 216)

Current unit themes are heavily influenced by the state and local control of school systems. As a result, a general diversity in the social studies curriculum can be noted. There is a larger variance in social studies curriculum than in most other fields of study. (Michaelis; P. 38) Allowing for this difference, there were some units common to almost all grades. These units were "current affairs, holidays, commemorative units, and units on contributions of famous people." Career education units and future education units were found throughout the grades. (Michaelis; P. 40)

Units in the First Grade:

In the first grade, most units tend to center around the family and its needs, food shelter, and clothing. Units on school and neighborhoods are often located in this first year. The concepts of rules and laws are dominant themes in relation to families, school groups, and neighborhood groups. (Quillen; P. 26) The units provide for activity and the creativity prevalent at this stage of growth. First grade units serve to bridge the changing life style of the youngster who is becoming less "home centered" and more independent. (Hill; P. 5-7)

Some unit themes suggested in the literature for first grade are as follows: Family Peer Group, Culture Group, Work Group, Careers and Values, (Minneapolis School; Educational Resources Information Center--Eric 1975) Family, School, and Community Life, (Michaelis; P. 40) A Changing World, Baltimore County Schools, (sighted by Michaelis, P 47) Living and Working in a Community, New York City Schools, (sighted by

Michaelis: P. 48); Home, School, and Neighborhood, (Quillen: P. 23) and Living in the Home, School and Other Places, (Hill: P. 1). The 1973 Indiana suggested textbook adoption categories are Theme I, Living Together in Homes and Schools, and Theme II, Individuals, Families, and Neighborhoods. (1973 informal Indiana Paper)

The Research Findings for First Grade:

Eighty-five units were collected from first grade teachers. Data compilation indicated that 51.8% of the total units could be classified under Indiana Theme II. (See Table I) This clearly reflects the influence of the adopted text titled, Families and Their Needs, Silver Burdett, 1972. It was further evidenced when teachers were requested to highlight strictly text units. Clearly 72% of the text units coincided with Indiana Theme II. As enrichment units and special interest units were sighted, the percentage of units co-ordinating with Indiana Theme II decreased.

Units classified under Indiana Theme I were less than 5%. An exception can be noted in the special interest units. The nature of this section allows for more diversity. Special interest units contained the highest percentage of units classified "other". (56%)

A significant portion of units classified under "other" were map skill units. (14.1%) Generally, teachers indicated in their suggestions for unit ideas that map skills should co-ordinate with the "family theme". Map skills ideas are highlighted in Table II. (Table II indicated units under their

common names. The table was arranged in order of most frequently named and denotes teacher ideas from the survey.) Generally, these map skills ideas listed by teachers compare to skills listed in the South Bend Community School Corporation (SBCSC) publication, Social Studies Skill Development, 1968. Teachers and student teachers could consult this manual for further aid in developing ideas.

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

Grade One

Theme I

Living Together In Homes and Schools-examine living and working in the school, families, and homes of early America and today, families and homes in other parts of the world, and various ways families make a living.

Theme II

Individuals, Families, and Neighborhoods-examine how individuals (children) learn in different environments, primarily within family, peer, educational, and social (such as religious) institutions, how families differ in life style and role expectations, how in different environments families and groups of families use resources available to them, and how basic social structures of the neighborhood sustain themselves.

(1973 informal Indiana paper)

TABLE I
Classification of First Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	4.7%	51.8%	43.5%
Text Units	2.8%	72%	25.2%
Enrichment Units	3.8%	50%	46.2%
Special Interest	16%	28%	56%

First Grade Text-Families and Their Needs, Silver Burdett,
1972.

TABLE II

Grade One Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)

Unit	School	Main Ideas
Maps	1, 3, 6, 14, 18, 22, 29	Neighborhood maps-School maps- Floor plan maps of Class and Home. Recognition of Indiana and the U.S.-Recognition of land and water-Directions-N,S,E,W.
United States	1, 4, 14, 15, 17, 18, 23, 26	Flag-Pledge-Recognition of U.S. Map shape-Washington D.C. Rules and plans for a country- Comparison of family rules and country's rules.
Families and Food	1, 3, 4, 5, 7, 13, 14, 15, 17, 18, 23, 27	Value of food-growth Cycle of food-farm to home Ethnic foods Coordinate with health unit
The Family Unit	1, 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 19, 23, 27	Comparison study Parents and children-Broken home Different kinds of families- Changing life styles-Families around the world-Hopi Indians Eskimo-Japanese-African
Shelter	1, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 18, 19, 22, 23, 27, 29	Why the family needs shelter- Climate and Shelter-Compare forms of shelter around the world.
Children and Families	1, 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 19, 23, 26, 27	Needs of children-Similarity of all people-Role of child- Decisions and children-Children alike the world over-Child helps the family-Family helps the child.
Our Community and Indiana	1, 22, 23, 26	The community and relationship to Indiana and U.S.- Importance of our community-Government offi- cials-Relate to families.

* Note-Schools may have listed more than one unit under each category.

TABLE II
Grade One Units (Continued)

Unit	School	Main Ideas
Pilgrims, Pioneers and Indians	6, 8, 14, 26	Compare needs to modern family. How Indians and Pioneers found food, shelter, and clothing. What were their families like?
Clothing	1, 3, 4, 5, 7, 8, 12, 13, 15, 17, 18, 23, 27	Purpose--Use of materials Environment effect- Reason for various kinds of costumes the world over.
Community Helpers- Career Education	5, 6, 14, 19	Workers contribution-Why parents work-Roles of fireman, police, doctors, nurses, etc.-Their roles related to the family.
Holidays	6, 8	Thanksgiving-Christmas
Other (5.9%)	5, 7, 13, 23	

* Note-Schools may have listed more than one unit under each category.

Units in the Second Grade:

In the second grade, units tend to focus more clearly on the community and the neighborhood. Understanding emerges from the individual's background experiences. At this level, units provide the opportunities to view the interdependence of an ever widening group of people. The child moves from the home to view the community and its changes. These concepts are highlighted in the theme choices reviewed in literature. (Quillen, P. 26) "Community Groups, Social Interaction, and Family Groups" (Minneapolis Schools, Eric document), "Living in the Neighborhood and Community" (Hill, P 1), "Social Functions, Social Living in the Neighborhood and Immediate Community" (Quillen, P.26), "Community Studies" (Michaelis, P. 40), "A Changing World", (Baltimore County School (sighted by Michaelis, P. 48)).

The 1973 Indiana suggested textbook adoption categories are Theme I, "Living and Working Together in Neighborhood" and Theme II, "Communities" (1973 informal Indiana paper) (See Table III)

The Research Findings for Second Grade:

One hundred eight units were collected from the second grade teachers. Data indicated 63.9% of the total units fell in the classification of Indiana Theme II. (Table III) This reflects the influence of the adopted text at this level entitled, Communities and Their Needs, Silver Burdett 1973. In total units Indiana Theme I and Theme II received 66.7% of the unit content.

Units generally reflect the new trend in curriculum. It is an intermingling of the disciplines and trend away from factual assimilation. Units are geared to understanding and adapting to society.

The most frequently developed units are reflected in Indiana Theme II (See Table II) and are more specifically sighted in Table IV. Aspiring teachers would find these units profitable to develop: Transportation, communication, community changes, people of communities.

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

Grade Two

Theme I

Living and Working Together in Neighborhoods-examine the school's attendance area (the neighborhood), the common interest and needs, of the neighborhood groups, the roles played in the neighborhood by various "helpers", the ways people of the neighborhood earn a living, the ways of improving living in the neighborhood, and a neighborhood in another country.

Theme II

Communities-examine the relationship between the individual and the community he lives in, how community needs are met by human interaction, how members of the community are interdependent, how communities organize to meet needs for transportation, communication, learning, government and market, and how the nature of the particular community will influence the kinds of services it needs and the specialization of its members.

(1973 informal Indiana paper)

TABLE III

Classification of Second Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	2.8%	63.9%	33.3%
Text Units	5.7%	88.6%	5.7%
Enrichment Units	5.3%	44.7%	50%
Special Interest Units	5.7%	57.1%	37.2%

Second Grade Text-Communities and Their Needs, Siver Burdett,
1972.

TABLE IV
Grade Two Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)

Unit	School	Main Ideas
Transportation	6, 7, 8, 14, 15, 18, 19, 21, 22	Importance-- -Inventions and transportation-Environment and transportation-History-Transportation and its importance to our community-Future transportation.
Communication	1, 8, 12, 15, 16, 17, 19, 27	Understanding one another-Devices for-Importance of people communication-Children's own communication contraptions-Silent communication,
Maps	1, 5, 7, 12, 13, 17, 18, 23, 27, 29	Understanding simple keys-Constructing school, class, neighborhood maps-Identifying rivers, Indiana, continents, and water.
Local Community	1, 12, 13, 18, 21, 22, 23, 26	What is a community?-Compare ours to others.-Neighborhood groups-Careers in community-Businesses and Industry
Communities Change	1, 12, 13, 18, 21, 22, 23, 26	Technology changes it.-History of change-Growth of communities from days of pioneers.
People Live in Communities	1, 6, 7, 12, 15, 26, 29	Interdependency of people-People share common activities and responsibilities-The family as a part of the community.-Resulting pollution.
Community Rules	6, 15, 18, 19, 21, 23	What are laws?-Why they are necessary.-Local government-Family rules compared to community rules.

* Note-Schools may have listed more than one unit under each category.

TABLE IV
Grade Two Units (Continued)

Unit	School	Main Ideas
Communi- ty Needs	5, 6, 26	Likenesses and differences- Industry, Groups, Food, Shelter Clothing.
Other Communi- ties	7, 13, 19, 22	Bangkok, Thailand-Compare similiarities and difference to local communities.
Communi- ty Helpers	1, 29	Interdependency of people- Police, Firemen, Post Office, Doctors, etc.
Black History	8, 17, 26	Contributions of Blacks to our country. Blacks role in the neighborhood.
Pioneers and School	13, 23	A typical school day-Change in rules-Abraham Lincoln's school-
School- Newspaper	12, 19	Study news in action-Gain the "feel" of the media-
Other (5.6%)	6, 16, 18, 21, 26	

* Note- Schools may have listed more than one unit under each category.

Units in the Third Grade:

Third grade children have developed a longer attention span and stronger reading skills. This accounts for the expansion of concepts located in most third grade units. At this age, in depth studies of communities are generally the focal area. Communities around the world are compared by similarities and differences. Geographic varieties and human conditions are often stressed. (Michaelis: P. 17)

Some unit themes suggested by literature are Government, Cities, Community Groups, and Cultures, (Minneapolis Schools, Eric Document), Metropolitan Communities, City Life, Cities Around the World (Michaelis: P 42), A Changing World: Urban Life, (Baltimore County sighted by Michaelis: P. 47) Cultures Around the World (Quillan, P 48) and Expansion of Community Life (Hill, P. 1).

The 1973 themes suggested for Indiana are Theme I, Living and Working in Our Own and Other Communities, and Theme II, Regions. Theme II-B is Indiana. This ^{last} study is to be related to the region theme or deferred until fourth grade. (1973 Indiana Informal Paper)

The Research Findings for Third Grade:

Eighty-four units were collected from third grade teachers. Data indicated 53.6% of the total units could be classified under Indiana Theme II. (Table V) Units suggested (Table VI) seemed to be characterized by their geographic nature. Most of the units indicated the study of regions which is in direct correspondence to the adopted text for third grade, Regions and

Their Needs, Silver Burdett, 1972.

This school system has adopted Indiana Theme II (the alternative theme) for most of its texts. This accounts for the departure from the community theme recommended by much of the literature sighted. As a result, relevant units to develop are deserts, grasslands, and rainforest regions. Unit content could highlight the climate, culture, industry, resources, and wildlife of each region. (Table VI)

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

Grade Three

Theme I

Living and Working in Our Own and Other Communities-examine what a community is, how the community historically developed, how communities in various parts of the world are different from each other, the interdependence of people within the community and between communities.

Theme II-A

Regions-examine how groups adjust their environments to meet their needs through the use of different levels of technology, how the present condition of a people is an outgrowth of culture and technological development, how contact between cultures often brings changes in the social institutions, and how the way that people develop their human and natural resources will determine their social and economic future.

Theme II-B

Indiana-a study of Indiana should be integrated into the above Theme II-A, Regions, or taught as the first unit of study in Grade 4, Theme II.

(1973 informal Indiana paper)
TABLE V
Classification of Third Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	1.1%	II-A-51.2% II-B- 2.4%	45.3%
Text Units	5.9%	II-A-64.7%	29.4%
Enrichment Units	11.5%	II-A-34.6% II-B-2.7%	46.2%
Special Interest Units	17.4%	II-A-47.8%	34.8%

Third Grade Text-Regions and Their Needs, Silver Burdett, 1972

TABLE VI
Grade Three Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)

Unit	School	Main Ideas
Mountain Regions	1, 5, 7, 14, 17, 18, 26, 27	Climate---People--Where located-Industries--Natural resources-Specific units on Appalachian, Alps, Andes.
Deserts	1, 3, 5, 18, 19, 27	Climate-Locations-Natural resources-Irrigation-Cities-Industrial development-Oil land-Plants and Animals.
Grasslands	1, 3, 23	Location-Industry-Grain-Climate
Rain-forests	17, 18, 23, 26, 27	Climate.-Location-Comparison study-Problems-Specific study African tribal life.
Climate and Weather	7, 12, 13, 21	Affect on life style, transportation, fuel, health, work, and recreation. Man's attempt to conquer climate.-Recording weather.-Changing seasons.
Maps and Globes	6, 7, 10, 14, 18, 19, 21, 26	Latitude and Longitude-Regions Hemispheres-Keys and scale-Directions-Land features (Mountains, water, river, etc.)
World Change Technology	10, 13, 22	Advantages of advanced technology Differences by region.
Where We Live	1, 6, 19, 21, 22	City, state, nation, continent, Home to world concepts.
Other (20.2%)	1, 5, 6, 10, 17, 19, 21, 22, 26	

* Note-Schools may have listed more than one unit under each category.

Fourth Grade Units:

The fourth grade child is characterized by his interest in heroes. This age youngster seems to enjoy details. Collecting, classifying, and identifying are activities that can be specifically included in the social studies unit of this grade. ^(Lewis: P. 9) Recommended themes sighted in literature offer plenty of scope for this sort of activity. Some of the themes are, Groups and Their Government (Baltimore County, sighted by Michaelis P. 42), American People and Leaders, How the U. S. Began and Grew (New York City, sighted by Michaelis: P. 48,) and Life in Other Communities and Life in Our State (Hill: P. 1)

The 1973 Indiana suggested textbook adoption categories are Theme I, Indiana in a Regional World Setting, and Theme II, The World as the Home of Humans. (Table VIII)

The Research Findings for Fourth Grade:

Seventy-six units were collected from fourth grade teachers. Theme I, the study of Indiana History, received 39.5% of the total units. Units classified under Theme II amounted to 43.4%. (Table VII) This similar distribution of units under Theme I and Theme II can be attributed to the knowledge that Indiana History is required instruction for one semester at this grade.

Units suggested most applicable to Theme I were local history, pioneers, Indians of Indiana, and Indiana during the Revolutionary War and Civil War. (Table VIII) Most ^{frequent} units sighted for Theme II were investigating culture, man, and urbanism. (Table IX)

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

Grade Four

Theme I

Indiana in A Regional and World Setting-examine Indiana's physical geography and relative geographic position, where the people live and why, how people live in Indiana in the past, and how people live in Indiana today as a part of the regional, national, and world community.

Theme II

World as The Home of Humans-examine how cultures of different people influence the manner in which the same general, geographic type of environment is used, how the distribution of human and natural resources affects people's life style, how in all societies that peaceful interaction between humans is related to forms of social control, and how all societies face changing requirements and problems.

(1973 informal Indiana paper)

TABLE VII
Classification of Fourth Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	39.5%	43.4%	17.1%
Text Units	46.4%	46.4%	7.2%
Enrichment Units	41.7%	41.7%	16.6%
Special Interest Units	33.3%	37.5%	29.2%

Fourth Grade Text-Living Indiana History, David and Stewart,
1965.

This is Man, Silver Burdett, 1972.

TABLE VIII
Grade Four Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)
Theme I-Indiana History

Unit	School	Main Ideas
Local History	6, 19, 22, 26, 27	Origins of the hometown-Growth-Industry-Government-Budget-Pollution-Local historical points of interest-Natural resources.
Pioneers	6, 7, 12, 17, 19, 21, 22, 26, 27, 29	Who, when, where, why, Emphasize courage and stamina.-Pioneer life and education-Specific units on Abraham Lincoln.
Indians	6, 7, 12, 17, 19, 21, 22, 26, 27, 29	Early Indians' customs-food shelter-Compare truth and fiction-Specific units on Miami Tribe.
Indiana and Wars-Revolutionary Civil	7, 21, 27	Reasons for the wars.-Who occupied Indiana.-Indiana's participation-Side taken.
Maps	7, 12	Location of state parks and memorials-Map legends-
Other (26.7%)	6, 13, 17, 26, 27	

* Note-Schools may have listed more than one unit under each category.

TABLE IX
Grade Four Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)
Units not included in Indiana History

Unit	School	Main Ideas
Investigating Man	1, 5, 14, 17, 19, 22, 23, 29	Man explores his world and space Basic needs-Huge family of man- Various groups of man-Ways man learns-Problems of man-Work of man-Families-Future of man.
Investigating Culture	4, 5, 6, 21, 23, 27, 29	Comparison studies-Various historical periods of different cultures-Specific cultures of India, Ghana, Great Britain, Australians.
Investigating Urbanism	1, 27	Problems of U.S. cities- Characteristics of modern city life-Specific city, Denver.
Map or Globes	5, 17, 19, 29	Latitude and Longitude- Map skills-Locations Hemisphere
Other (18.2&)	5, 6, 19, 21 22, 23	

* Note-Schools may have listed more than one unit under each category.

Units in the Fifth Grade:

In the fifth grade, the curriculum themes continue to recommend the expansion of the child's world. When the elementary grade levels reach four, five and six, the study progresses from home, school, and family to the world and various common needs of nations. The literature recommends varying themes for this level. Some themes are Regional Studies of the U. S. (Baltimore County, sighted by Michaelis: P. 47), Our World-Geographic and Economic Studies (New York City, sighted by Michaelis: P. 47), Family of Nations (Minneapolis, Eric Document), and Living in the U. S. (Hill: P. 1) The 1973 Indiana textbook adoption categories are Theme I, Living in the U. S. and Canada, and Theme II, Regions Around the World. (1973 Indiana Informal Paper)

The Research Findings for Fifth Grade:

One hundred one units were collected from the fifth grade teachers. Indiana Theme II (Regions Around the World) received 48.5% of the total units. However, Theme I (The U. S. and Canada) netted 29.7%. (Table X) ^{Following} perusal of the required text and interviews of some local teachers, it was discovered that a study of the U. S. and Canada is included in the text.

Table XI shows the most frequently listed units. Units which would be profitable to develop at grade five are urbanism, industrialism, and culture. The units should highlight the development of these aspects in relation to various nations around the world.

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

Grade Five

Theme I

The United States and Canada-examine the geographic setting, how geography influenced the development of North America, the discovery, exploration, and settlement of North America, the migration of people within the United States and Canada, the influence and use of the physical and cultural environment in determining how people live in the United States today, the development of Canada, and the interrelationships between the United States and Canada today and their role in the world today.

Theme II

Regions Around the World I-examine the following: intercultural contact and conflict, urbanism, cultural, pluralism, industrialization, technological development, trade, communications, transportation, individualism, and economic, political and social systems. (The extent to which the concepts are developed will depend on the students' educational background and the materials adopted.) 1972 Informal Paper

TABLE X
Classification of Fifth Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	29.7%	48.5%	21.8%
Text Units	24.3%	67.6%	8.1%
Enrichment Units	41.4%	44.9%	13.7%
Special Interest Units	26.6%	36.7%	36.7%

Fifth Grade Text-Man and Society, Silver Burdett, 1972.

TABLE XI
Grade Five Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)

Unit	School	Main Ideas
Urbanism	1, 4, 7, 8, 10, 12, 14, 17, 19, 27, 29	Growth of cities-Locations- Needs-Modern cities-Ancient cities-Inner city problems- Urban renewal-Local government- Industries.
Industrialism	1, 12, 13, 14, 15, 19, 21, 22, 29	Past inventions-Importance of technology-Industrial revolution- Major industries-Assembly line- Local industries.
Culture	5, 7, 10, 12, 13, 22, 27	What is culture?-Contrast culture of various nations.-Modern culture compared to primitive- Specific culture, Columbia, S. America, U.S. and Canada.
Map Skills	1, 4, 5, 13, 15, 19, 21, 22	Latitude and Longitude- Contour maps-Locations
U.S. Values and Government	5, 8, 13, 22, 29	Meaning of freedom-Basic gov- ernmental organization-Laws- Constitution and Bill of Rights- Politics-
Indians	1, 7, 12, 15, 18	Indians of N. and S. America- Central American Indians- Culture and Environment/
U.S. History Colonial- W.W.II	1, 18, 22	Early explorers-Colonies- Values and Environment-Westward movement-Civil War-Modern U.S.
U.S. Study of the States	7, 13, 15, 18, 22	Gathering of state information- Knowledge of capitols, and location-Government of the states

* Note-Schools may have listed more than one unit under each category.

TABLE XI
Grade Five Units (Continued)

Unit	School	Main Ideas
Immigrants the U.S.	7, 8, 14, 17, 21	Causes of immigrations-Cultural background of immigrants-Compare to personal heritage-Compare to Black origins.
Other (15.8%)	4, 5, 6, 8, 14, 18, 19, 21	

* Note-Schools may have listed more than one unit under each category.

Units In the Sixth Grade:

The sixth grade units are generally an extension or expansion of what was taught in the fifth grade. There is a current trend toward programs about man and his progress through the ages. These studies try to present a more balanced treatment of the past and show its effect on the present. (Michaelis: P. 43)

Some themes recommended for the sixth grade are World Cultures (Baltimore County, sighted by Michaelis: P. 47), Our World, Early Civilizations (New York City, sighted by Michaelis: P. 48), Our American Neighbors or Life on Other Continents (Hill: P. 1) and Modern Cultures (Minneapolis, Eric Document). The 1973 Indiana suggested textbook adoption themes are Theme I, Western Europe and Latin America, and Theme II, Regions Around the World.

The Research Findings for Sixth Grade:

Ninety-four units were collected from the sixth grade teachers. Indiana Theme II (Regions Around the World) received 67% of the total units. Indiana Theme I (Western Europe and Latin America) received no units. (Table XII) These figures tend to indicate the influence of the adopted text titled, Man and Change, Silver Burdett, 1972. The text tends to contrast values and technology of many nations.

Units which fall under Theme II would be the most profitable to develop. Units which study values and technology, of various nations were frequently noted. (Table XIII) Map skill development received frequent sightings.

1973 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

GRADE SIX

Theme I

Western Europe and Latin America-examine the geographic setting of Western Europe, the European community today, Europe's contribution to American heritage, the emerging European nations, the geographic setting of Latin America, the exploration and discovery in Latin America, the Indian cultures and their conquest, the development and problems of different Latin American countries since independence.

Theme II

Regions Around the World II-continue the examination of regions started in grade five...

(1973 informal Indiana paper)

TABLE XII
Classification of Sixth Grade Units According to
Indiana's 1973 Recommended Curriculum Themes

Units	Indiana Theme I	Indiana Theme II	Other
Total Units	0%	67%	33%
Text Units	0%	80%	20%
Enrichment Units	0%	56.3%	43.7%
Special Interest Units	0%	56.5%	43.5%

Sixth Grade Text-Man and Change, Silver Burdett, 1972.

TABLE XIII
Grade Six Units Suggested by Teachers
of a Northern Indiana Public School System
(Listed in order of most frequency)

Unit	School	Main Ideas
Values	4, 5, 6, 10, 13, 14, 18, 23, 27, 29	Contrast the values of various societies-How values change-Values and religion-Personal values-Education and values.
Technology	1, 4, 5, 10, 12, 14, 17, 27	Advantages and disadvantages of modern technology.-Technological change through the ages-Development of tools.
Map Skills	5, 6, 8, 12, 13, 18, 22, 23, 27	Longitude and latitude-Road maps-Relief maps-Weather maps-Location of countries.
Greece Rome Egypt	8, 18, 21, 23	Reasons for growth-Ancient governments-Reason for the decline.
Middle Ages	14, 21	Development of nation states-Feudalism-Kings.
Elections	6, 7, 12, 29	Study of city, state, county, and federal government.-Electoral college-Campaigns-Voting.
Contact Conflict	4, 5, 17, 23	Reasons for conflict-Conflict of nations and people-Personal roles.
Methodology	4, 5, 12, 17, 22	Commonality of all human events-Scientific methods of computing data-People's different interpretation.
Breaking up of Empires	17, 23, 26	Governments not static-Political power-Emergence of Africa-Compare to U.S.

* Note-Schools may have listed more than one unit under each category.

TABLE XIII
Grade Six Units (Continued)

Unit	School	Main Ideas
U.S.	5, 6,	States and their location- Power in the U.S. Government- Traditions.
Other (14.9%)	1, 7, 13, 14, 18, 19, 21, 22, 23, 26, 27, 29	

* Note-Schools may have listed more than one unit under each category.

CHAPTER III--SUMMARY

In conclusion, 54.7% of the 523 units submitted for this study could be classified under Indiana Textbook Adoption Theme II. This was significant in all grade levels with the exception of the fourth grade. In grade four 39.5% of the units were classified under Theme I, Indiana in a Regional and World Setting, while, 43.4% of the units were classified under Theme II, The World As the Home of Man. This can be accounted for because it is required that the study of Indiana be placed at this level. Therefore, many of the schools alternate social studies units between Indiana History and their text, This Is Man, Silver Burdett, 1972.

Theme II received the largest percentage of units throughout the grades. This can be accounted for by examining the content of the school systems adopted texts. The school system has chosen texts which clearly follow the discipline of Indiana's Theme II. It is also evident in the statistics. When text units were sighted by teachers, 69.9% of them could be classified under Theme II. Even when teachers were requested to sight enrichment units and special interest units the percentages indicated a trend toward Theme II.

It is clear that relevant social studies units could be developed for ^{use in} the South Bend Community School Corporation by consulting the 1973 Textbook Adoption Categories for Social Studies (1973 informal Indiana paper) and using them as a guide in making intelligent decisions. It is also recommended that the text adopted by the school system be used as a reference

for unit development. Tables II, IV, VI, VIII, IX, XI, and XIII of this paper could serve as guides in the area of unit topic choice and provide some suggestions for concept development.

BIBLIOGRAPHY

- Anthony, Robert B., "Changing the Social Studies Curricula: Some Suggestions and Aids," "The Social Studies," 66: 208-210, September, 1975.
- Frazier, Melvin E. "Unit Teaching ?-Yes," Social Studies Education for Young Americans, Iowa: Kendall Hunt, 1970.
- Hill, Wilhelmina, Editor, Selected Resource Units in Elementary Social Studies, K-Six, Washington, D.C.: National Council for the Social Studies, 1961.
- Good, Carter V., Dictionary of Education, New York: McGraw Hill, 1973.
- Hunnicutt, C.W., Social Studies for the Middle Grades, Answering Teacher's Questions, Washington, D.C.: National Council for the Social Studies, 1960.
- Jarolimek, John, Social Studies Education: The Elementary School, Washington, D. C.: National Council for the Social Studies, 1967.
- Jones, Ralph H., Social Studies Education for Young Americans, Iowa: Kendall Hunt Publishing Company, 1970.
- Lewis, Gertrude, "For Whom We Are Planning: Children of Grades Four, Five and Six," Social Studies for the Middle Grades, Washington D.C., National Council for the Social Studies, 1960.
- McAulay, J.D., "Evaluation of 120 Recent Elementary School Social Studies Programs," Educational Horizons. 53: 171-175, Summer 1975.
- Michaelis, John U., Social Studies for Children in a Democracy, New Jersey: Prentice Hall, 1976.
- Michaelis, John U., Editor, Teaching Units in the Social Sciences Early Grades, Chicago: Rand McNally and Company, 1968.
- Michaelis, John U., Editor, Teaching Units in the Social Sciences: Grades III-IV, Chicago: Rand McNally and Company, 1969.
- Minneapolis Public Schools, "Social Studies Instructional Objectives," Educational Resources Information Center, 1975, (Eric document number, Ed-116-986).

BIBLIOGRAPHY
(continued)

- Redburn, Dennis B., "The Unit Method-Inquiry Oriented Instruction," Social Studies Education for Young Americans, Iowa: Kendal Hunt, 1970.
- One thousand nine hundred seventy three, "Indiana Textbook Adoption Categories for Social Studies," (Informal paper).
- Quillen, I. James, "Objectives for the Lower Elementary School," Social Studies Education for Young Children K-3, Washington, D.C., National Council for the Social Studies, 1956.
- Redburn, Dennis B., "The Unit Method-Inquiry Oriented Instruction," Social Studies Education for Young Americans, Iowa: Kendal Hunt, 1970.
- Shapp, Martha, "Using Materials," Social Studies for the Middle Grades, Answering Teachers Questions, Washington, D.C.: National Council for the Social Studies, 1960.
- Smith, James A., "Teaching Through Process Units," Social Studies for the Middle Grades, Washington D.C.: National Council for the Social Studies, 1960.
- South Bend Community School Corporation, Social Studies Skill Development, South Bend: 1968.
- Willecockson, Mary, Social Education of Young Children-K-3, Washington, D.C.: National Council for the Social Studies, 1956.
- William, Jo Watts, "A Conceptual Framework for Elementary Social Studies," Educational Resources Information Center, September 1974. (Eric Document Number, Ed-114-308).

Responses of Schools (Grades K-6)
in the South Bend Community School Corporation

School Number	School Title	Response by Grade
1	Coquillard	All
2	Darden	
3	Edison	1,3
4	Eggleston	1,5,6
5	German	All
6	Greene	All
7	Hamilton	All
8	Harrison	1,2,5,6
9	Hay	
10	Jefferson	3,4,5,6
11	Kennedy	
12	Lafayette	All
13	Lincoln	All
14	McKinley	All
15	Madison (Alternative School-non graded)	Three Returns
16	Maple Lane	2
17	Marquette	All
18	Marshall	2,3,4,5,6
19	Monroe	All
20	Muessel	
21	Navarre	2,3,4,5,6
22	North Liberty	All
23	Nuner	1,2,3,4,6

Responses of Schools (Grades K-6)
in the South Bend Community School Corporation
(Continued)

School Number	School Title	Response by Grade
24	Oliver	
25	Perley	
26	Studebaker	1,2,3,4,6
27	Swanson	All
28	Tarkington	
29	Warren	1, 2,4,5,6

SOCIAL STUDIES SURVEY

The following is a survey being conducted by Indiana University at South Bend in cooperation with the South Bend Community School Corporation. The purpose of this survey is to determine which resource units might be taught most profitably by student teachers in grades one through six. This information will aid student teachers, graduate students, and college instructors in developing relevant unit plans for classroom utilization.

In each unit category please select one social studies unit title (by teacher consensus) which you believe it would be most profitable for a student to develop prior to student teaching in the Social Studies area. Indicate the two most important ideas to be emphasized in this unit. Note which portion of the semester the unit should be taught (E=Early, M=Middle, L=Late). The categories are as follows:

TEXT UNITS: Units developed in connection with the adopted text.

ENRICHMENT UNITS: Units intended to expand information presented in the text.

SPECIAL INTEREST UNITS: Units which meet the particular needs of your grade level.

First Semester

Second Semester

38 A

TEXT	Title: _____	Title _____
	Ideas: _____	Ideas: _____
	Taught: E__ M__ L__	Taught: E__ M__ L__
ENRICHMENT	Title: _____	Title: _____
	Ideas: _____	Ideas: _____
	Taught: E__ M__ L__	Taught: E__ M__ L__
SPECIAL INT.	Title: _____	Title: _____
	Ideas _____	Ideas: _____
	Taught: E__ M__ L__	Taught: E__ M__ L__

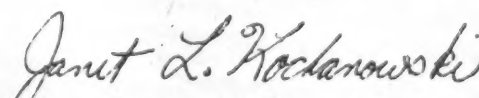
Textbook title: _____

Publisher & Copyright date _____

Grade _____ School _____

Please return to your principal on or before Wednesday, March 23rd.

Thank you for your help.



(Mrs.) Janet Kochanowski

Graduate Student

IUSB

South Bend, IN 46614

3/9/76

INDIANA UNIVERSITY at SOUTH BEND

1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

March 9, 1977

TEL NO. 219 237 4339

This letter accompanies a Social Studies Survey. The survey is being conducted by Indiana University at South Bend in cooperation with the South Bend Community School Corporation.

The purpose of the survey is to determine which resource unit might be prepared (and taught) most profitably by student teachers in each school. The information will aid student teachers, graduate students, and college instructors in developing relevant unit plans for classroom utilization.

Please have your teaching staffs, grades one through six, cooperatively complete the survey and return the completed forms to your office. You should then return the completed forms in the self-addressed, postage paid envelope.

Thank you for your kind and professional cooperation.

Sincerely,

Janet Kochanowski
(Mrs.) Janet Kochanowski
Graduate Student

Charles R. DuVall
Charles R. DuVall
Associate Professor

Enc.